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ABSTRACT

Descriptions of nine humanities programs supported by the National Endowment for the Humanities at two- and four-year colleges are presented in this document. These include a 15-hour team taught interdisciplinary program for technology students at Abraham Baldwin Agricultural College (Georgia); the Bay Area Writing Project, aimed at strengthening the skills of composition teachers at all school levels, sponsored by the University of California, Berkeley; the Southwestern Studies Program at Colorado College; the Colloquia Program at Dominican College of San Rafael; Middlebury College's "New B.A. in Foreign Languages", a joint major in which courses in the social sciences and humanities are conducted in a foreign language; Monterey Peninsula College's Gentrain, a sixteen-unit modular program for general education; the Archaeology as an Avocation program at Norwalk Community College; and the restructuring of the humanities curriculum around thematic clusters at Gustavus Adolphus College. A concluding paper by Francis L. Broderick defines the humanities, reviews the strengths and weaknesses of disciplinary, interdisciplinary, and nondisciplinary approaches, and points out three recurring issues: faculty development, reemphasis on foreign languages, and the need for renewed attention to the quality of writing. (TR)

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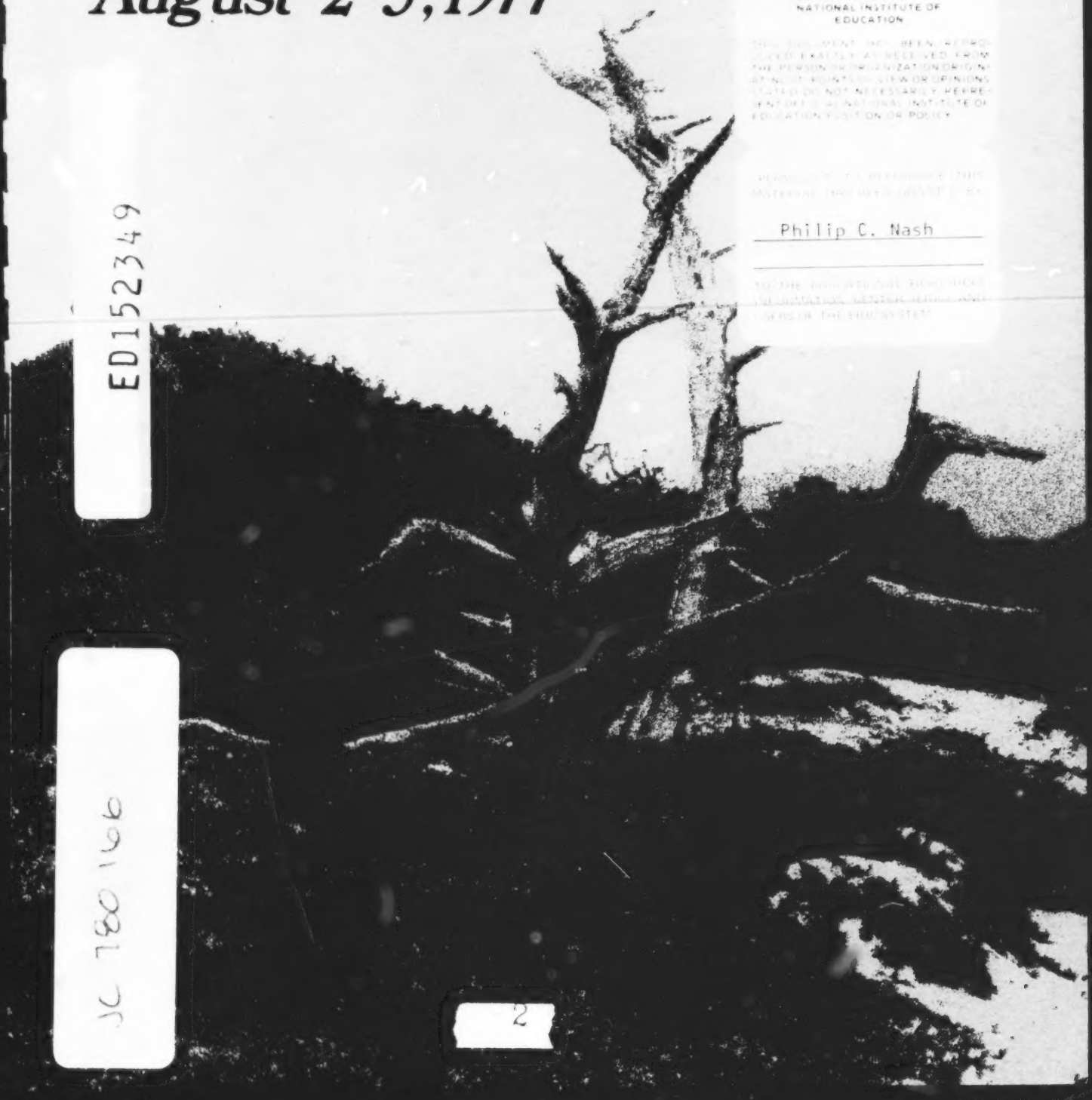
NEH Western Humanities Conference Workshop Asilomar August 2-5, 1977



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PREFACE
Phil Nash

Dear Friend:

It is with great pleasure that I jot down these few lines to introduce you to our graphic history of the NEH/Asilomar Conference. One can't help but be rewarded rethinking all the great friendships which were made at the conference; remembering that there are indeed others in our country who have similar problems and frustrations; recognizing that a whole new collection of ideas and personnel are at the ready to, perhaps, solve some of these problems; and knowing that a new relationship has been formed between you and a Federal agency which cared enough to bring us all together.

This book of proceedings should provide you with a rich resource when you need to get in touch with someone in the Western states region; or when you are reviewing some of the programs which were presented at Asilomar. We will be utilizing the information which you all gave us in an effort to improve additional regional Humanities conferences.

Should you find information which is incorrect in this manual, please let me know so that corrections can be made.

A great personal ambition of mine is that we can all stay in touch and continue to improve our programs.

--Phil Nash--

Tim Gunn

Dear Colleague:

It gives me great pleasure to write a brief preface to this book of proceedings of the Western Humanities Conference because it allows me to express my thanks, in a formal way, to all those who made the conference possible. To Phil Nash and his staff from Monterey Peninsula College for their unfailing energy, enthusiasm and competence; to the presentors from each of the nine colleges who communicated both the mechanics and the spirit of their programs so effectively; and to you, the participant, who gave the conference life and substance.

This is one of the ways the Endowment disseminates its programs, and I am proud of its success. I am also pleased that largely as a result of your conscientious and constructive evaluation of the conference, we will make some changes that should insure a more effective meeting the next time.

As you look through this book, I hope you will remember with pleasure the week we spent together at Asilomar. To my mind, the most important section of the book is the list of participants, for it will allow continued communication among all of us. The conference demonstrated something to me that I had suspected all along: that the problems of teaching the humanities and many of the solutions are similar at all institutions of higher education, whether a community college or a large state university, in Arizona or in Hawaii. My greatest hope for the conference is that we can help one another. Let's stay in touch.

--Tim Gunn--

SCHEDULE OF ACTIVITIES

Date/Time	Activity/Topic	Location	Presenter/Speaker
Tuesday, August 2			
12:00-1:30	Lunch	Woodlands	
1:30-3:30	Registration	Administration	
3:30-4:30	Plenary Session	Merrill	Ascher/Gunn Broderick/Nash
5:00-6:00	Social Hour	Merrill	
6:00-7:00	Outdoor Dinner, Asil. Grounds		
7:30-9:00	Project Sessions:		
	Bay Area Writing Project	Merrill	Gray/Myers
	Colorado College	Live Oak	Gordon/de la Garza
	Dominican College of San Rafael	Surf & Sand	Bundy/Boitano
	Middlebury College	Lodge	Sparks/Peel
	Monterey Peninsula College Gentrain	Tide Inn	Karas/Nelson
Wednesday, August 3			
7:30-8:00	Breakfast	Seascape	
8:30-10:00	Team Meetings with Consultants		
10:00-10:30	Break	Merrill	
10:30-12:00	Project Sessions:		
	ABAC	Tide Inn	Roberts
	Norwalk Community College	Surf & Sand	Brakett/Vlahos
	Gustavus Adolphus College	Merrill	Karsten/Freiert
	VPI	Lodge	Kele/Voth
12:00-1:00	Lunch	Woodlands	
1:30-3:00	Project Sessions:		
	Bay Area Writing Project	Merrill	Gray/Myers
	Colorado College	Live Oak	Gordon/de la Garza
	Dominican College	Surf & Sand	Bundy/Boitano
	Middlebury College	Lodge	Sparks/Peel
	MPC - Gentrain	Tide Inn	Karas/ Nelson
3:00-3:30	Break	Merrill	
3:30-5:00	Team Meeting (with out Consultants)		
5:00	Free Evening. Dinner is available at Woodlands at 6:00 for those who wish to eat at Asilomar.		
Thursday, August 4			
7:30-8:00	Breakfast	Woodlands	
8:30-10:00	Project Sessions:		
	ABAC	Tide Inn	Roberts
	Norwalk Community College	Surf & Sand	Brackett/Vlahos
	Gustavus Adolphus College	Merrill	Karsten/Freiert
	VPI	Lodge	Kele/Voth
10:00-10:30	Break	Merrill	
10:30-12:00	Team Meetings with Consultants		
12:00-1:30	Lunch	Woodlands	
1:30-3:00	Project Sessions:		
	Bay Area Writing Project	Merrill	Gray/Myers
	Colorado College	Deer Lodge	Gordon/de la Garza
	Dominican College	Surf & Sand	Bundy/Boitano
	Middlebury College	Tree Tops	Sparks/Peel
	MPC	Tide Inn	Karas/Nelson
	ABAC	Live Oak	Roberts
	Norwalk Community College	Merrill-Hearthsite	Brackett/Vlahos
	Gustavus Adolphus College	Forest Lodge -Ever.	Karsten/Freiert
	VPI	Lodge	Kele/Voth
3:00-3:30	Break	Merrill	
3:30-5:00	Team Meetings (with or w/out Consultants)		
6:00-7:00	Dinner	Woodlands	
7:00	NEH Program Information Session	Merrill	NEH Staff
Friday, August 5			
7:30-8:00	Breakfast	Woodlands	
8:30-10:00	Team Meetings with Consultants		
10:00-10:30	Break	Merrill	
10:30-12:00	Plenary Session	Merrill	Broderick
12:00- 1:00	Lunch	Woodlands	
1:00	Dismissal		

WESTERN STATES HUMANITIES CONFERENCE
August 2-5 Asilomar

Programs to be Presented

Program	Presentor
Abraham Baldwin Agricultural College Tifton, Georgia "Humanities for Technology Students"	Gary Roberts
Bay Area Writing Project University of California, Berkeley "Bay Area Writing Project"	Jim Gray Miles Myers
Colorado College Colorado Springs, Colorado "Southwestern Studies Program"	Joe Gordon Rudy de la Garza
Dominican College of San Rafael San Rafael, California "The One and the Many: A Colloquia Program in Humanities"	Barbara Bundy Jim Boitano
Middlebury College Middlebury, Vermont "A New B.A. in Foreign Languages"	Kim Sparks Roger Peel
Monterey Peninsula College Monterey, California "Gentrain: An Instructional Delivery System"	Edie Karas Bob Nelson
Norwalk Community College Norwalk, Connecticut "Archaeology as an Avocation: A Certificate Program"	Mary Brackett Olivia Vlahos
Gustavus Adolphus College St. Peter Minnesota "A Program to Strengthen the Humanities at Gustavus Adolphus College"	Robert Karsten William Freiert
Virginia Polytechnic Institute & State University Blacksburg, Virginia "Humanities Program at Virginia Polytechnic Institute and State University"	Max Kele Grant Voth

HUMANITIES FOR TECHNOLOGY STUDENTS

Gary Roberts

The need for curricular change was especially acute in the career programs, where general education requirements were perfunctory in nature, including only minimal requirements in English and U.S. History. The new program grew out of faculty concern that the general education requirements should provide a more useful and effective experience with the humanities.

The program represents the most innovative and far-reaching departure from the traditional curriculum in recent years. It replaced the old general education requirements in history and English with a three-course sequence in the humanities. The new program not only strengthens the traditional emphasis on writing and history but also introduces literature and philosophy into career programs for the first time.

The primary objective of the project is to demonstrate the relevance of the humanities to the working world of technicians and middle level management personnel. It seeks to accomplish this by promoting self-awareness: encouraging thinking; utilizing student interests as vehicles to broaden student awareness; improving student writing skills; discouraging provincialism; and demonstrating the interrelationships of the humanities and career objectives of the students.

The program is thematic, centering around the themes of natural rights, change, and identity. One five-hour course in the 15-hour sequence is devoted to each theme. In the first course, students examine basic conflicts in rights in human society through an interdisciplinary approach embracing history and literary works such as Arthur Miller's The Crucible and John Steinbeck's The Grapes of Wrath. The second course explores the nature of change, with particular emphasis on the influence of technology as an agent of change. The third course focuses upon the question of identity, utilizing a broad-based cultural approach which explores political, social, aesthetics, intellectual, economic, and religious elements in the identity of each student. All the courses are team taught by three English instructors and two history instructors. Sessions are interdisciplinary, and multiple approaches are used to reinforce each specific objective from differing perspectives. Class activities include large class lectures, discussion groups, writing sessions, individual projects, and student-teacher conferences.

The program is a joint effort of the Social Science and Humanities Divisions. The director of the program is an historian functioning administratively under the Chairman of the Social Science Division, who is also the Federal Programs Officer of the College. The Chairman of the Humanities Division serves as assistant director. Each team has a 'lead' teacher whose responsibility it is to direct the work of the team, maintain records, and perform administrative functions related to the classroom activities. An advisory committee composed of members of the technology faculty provides advice and guidance from its perspective.

Most of the problems which have arisen were anticipated. Since students in the career programs were practical-minded, career-oriented persons with few intellectual interests, student resistance to the humanities is a major obstacle. Course content and teaching techniques have had to be revised, based upon the experience of the first quarter's work. Adjustment to team teaching, especially in class situations where multiple-teacher instruction was used, demanded thought, discussion, and experience. Frequent planning sessions are necessary, and constant review of classroom activities is important to assure that instruction is accomplishing course objectives. Some resistance to the interdisciplinary character of the course has been evident, but the success of the program itself is gradually changing that attitude. This is substantiated by the fact that more teachers from both divisions are becoming involved in the program, and by the fact that the student drop-out rate is less than it was during the first year.

The program's impact has been substantial. The program has greatly enlarged the humanities emphasis in technical curricula. Some of the traditional barriers between humanities faculty and technology faculty are being removed. Techniques developed in the program are being introduced into other classes. Inquiries from other institutions are increasing. Student performances on state-wide tests has improved markedly. Most significantly, students who have completed the program attest to its value for them. Considering that most of them were uninterested in the humanities at the outset, this is the best commentary on the effectiveness of the program that can be offered.

BAY AREA WRITING PROJECT

Jim Gray, Miles Myers

Section One: Background

In 1974, the Berkeley campus initiated the Writing Project as a cooperative school/university program -- serving the nine counties of the greater Bay Area--to improve the preparation in writing of all students at all levels of instruction -- elementary school through the university and, as a specific goal, to reduce the numbers of freshmen required to take the university's remedial Subject-A program in composition. (By 1974 close to fifty per cent of the freshman class was enrolled in Subject-A.) Initial support for the project came from a $13,000 grant from the College of Letters and Science, Roderic Park, Provost and Dean. The project had been planned by a three-member team representing the public schools, the School of Education, and the university's academic departments.

The first invitational Summer Institute brought together twenty-five teachers of composition from twenty-one districts in the Bay Area as Summer Fellows of the university. These teachers demonstrated their particular approaches to the teaching of composition to each other, exchanged ideas and debated problems (sometimes heatedly), and did a great deal of writing themselves, a key dimension of the Summer Institute. At the conclusion of the five-week Institute, the Summer Fellows became staff members of the project as Teacher/Consultants of the Bay Area Writing Project.

Early in the fall of 1974, fifty school administrators from the twenty-one school districts represented in the Summer Institute were invited to a dinner meeting at the Men's Faculty Club on the Berkeley campus. They were informed of the current and future plans of the project, given a statement listing suggestions of what they might do to improve written instruction in their own districts, and informed of how they could establish working ties with the university's Bay Area Writing Project. Following this meeting BAWP received invitations to plan in-service programs for districts in the Bay Area . . . and the project was in full swing.

Since 1974 the activities and the impact of the Bay Area Writing Project have increased considerably. The project now offers five separate summer programs (Summer Institute, Open Program, Subject-A Training Program, Pre-Service Program, and Target Area Program) and scores of in-service programs in the districts. An evaluation design to assess and explore the impact of the project upon student writing has been funded by the Carnegie Corporation of New York. (An initial study indicates significant improvement in both CEEB and Subject-A scores in schools influenced by BAWP.) But far and away the greatest achievement of the project to date is the extent of the cooperative support for writing improvement the project has generated: the schools and the university are now working together to solve a common problem, and this effort has been further supported by the California State Department of Education, by the national government through The National Endowment for the Humanities, and by private foundations, The Carnegie Corporation of New York and the Sachem Fund.

The Berkeley Project has been well supported and well-planned. (The notion of training teachers to teach other teachers is not a new idea to the project, and BAWP has capitalized on the experience of past in-service efforts along these lines in California.) The basic structure of BAWP is simple and easily replicated, and its assumptions are principles easily adopted. It is our hope, with the minimal support we are now able to give to campuses throughout California and the nation through the N.E.H. fund, that a national network of Writing Centers can be established, and that these centers, working cooperatively with the schools, will improve the instruction in writing and the writing of students in the nation's schools.

SOUTHWESTERN STUDIES PROGRAM

Joe Gordon, Rudy de la Garza

In 1971, Colorado College undertook a study of the educational soundness and economic feasibility of establishing a Southwestern Studies Program. Out of the planning period emerged an interdisciplinary program examining the historical, social, economic, and artistic contributions of the various cultures which comprise the American Southwest. The program focuses on four features of the region: its land (Western Texas, New Mexico, Arizona, Southern California, and Southern Colorado); its people (Red, Brown, Black, and White); the relation of land and people (environment); and the relations among people (racial and cultural issues). The heart of the program is balanced intellectual understanding and personal involvement. The College developed the program fully in 1973.

Almost half of the academic departments have offered courses on the Southwest, in fields ranging from anthropology and biology to economics, English, history, and Spanish. The College has attracted outside faculty to the program, as consultants and conferees from the many courses and programs offered. Visiting faculty are hired on a block basis to fill in curriculum gaps and present differing viewpoints on cultural and racial issues. The College has won the cooperation of such institutions as the College of Santa Fe, the Museum of New Mexico, and the Newberry Library. Negotiations have begun with the University of Texas at El Paso and Navajo Community College, as well.

The Southwestern Studies Program is administered by a committee composed of faculty representing numerous departments, administrators, and students, including representatives of the three minority organizations on campus: MECHA, BSU, and AIM.

The program to date has directed itself toward expansion. This year a committee was formed to evaluate the program and to provide guidelines for achieving greater cohesion as well as to begin the process of establishing a concentration in Southwestern Studies for students seriously pursuing study in the area.

The program has served numerous purposes for both College and community. It has attracted minority students as well as minority faculty, four of whom have been hired within the past four years. It has established such programs as a Southwestern Studies Summer Institute designed for teachers and symposia on the folk arts which have enlisted the active involvement of members of the community. The College Library has allocated space to establish a Southwestern Studies Teaching/Research Center, with folk materials donated to the College by John Donald Robb and Ruben Cobos as the core of the collection. Teachers and school districts throughout the area are eager to have materials made accessible for use in their multicultural classes.

THE ONE AND THE MANY:
A COLLOQUIA PROGRAM IN HUMANITIES

Jim Boitano, Barbara Bundy

The One and the Many: A Colloquia Program in Humanities is an integrative, interdisciplinary program in the liberal arts with special emphasis on integrating history and philosophy of science and social science with the fine arts and humanities disciplines. The Program is problem-oriented in focus and employs a conceptual approach to understanding the human self. The ancient and contemporary theme of "the One and the Many" is explored in each humanities colloquium; the theme is also descriptive of the actual educational process of differentiating and synthesizing disciplines and works which the model teaches.

A one-semester, 12-unit "colloquium" is a cluster of three discipline-based courses and an integrative seminar, all of which are conceptually integrated by means of a common set of human issues, or problems, which the student and faculty member must "solve" by immersing themselves intensively in the study of primary texts and great figures in history with an integrative focus. Examples of such colloquia offered in the College are: The Greek Mind: In Pursuit of Excellence; The Russian 'Soul'; Creative Man: The Scientist, Social Scientist and Humanist. The two-semester, 15 unit colloquium, Great Men in Pursuit of Excellence, involves the in-depth study of the lives and works of eight great figures (who span the ages as well as the broad areas of knowledge) from a humanistic perspective; the student must integrate the figures in terms of their vision of man, view of reality, concept of knowledge, system of values and methods.

The core of the Program (and the key to its operation as an integrative intellectual adventure) is the faculty development component. The Program is based on utilizing faculty resources within the institution; NEH grant funds have been used largely to secure release-time for faculty who, through active participation in regular planning workshops, through taking one another's courses and doing the readings in a discipline other than their own areas of expertise and through faculty seminars have "developed" into general humanists capable of teaching conceptually and with a problem-orientation within their own disciplines.

Dominican's presentation of the Colloquia Program at the NEH Conference will focus on the following aspects: (1) Relation of the Program to collegial curricular needs and to general education; (2) Structure and operation of a colloquium; (3) Faculty development; (4) Program evaluation; (5) The humanities major.

A NEW B.A. IN FOREIGN LANGUAGES

Roger Peel, Kim Sparks

The Middlebury College presentation described a set of "extended majors" which enable students from a wide range of departments to do a portion of their major work in a foreign language.

It has always been possible for a student of Philosophy or Politics or History or Anthropology to do a "minor" in one of the foreign language departments. Many of our students have augmented their majors in this way and many will continue to do so. A few students have done double majors in a foreign language and in a second department, meeting the full requirements of the two departments involved. And other students have set up "joint majors" that combine work in a language department with work in another department, usually one in the Humanities or Social Science. As its name suggests, the joint major is a more integral combination of work in a foreign language with work in another area, encouraging as it does the cooperation of two departments in designing a program for an individual student.

But the strengths of the joint major are also its weaknesses. Constructed as it is for individuals, the joint major has to make do with what stands in our catalog at any given moment; that is to say, the needs of an individual student's program will never have much effect on what courses are offered and when they are offered. And while joint majors involving the foreign languages have often resulted in interesting patterns of complementary courses in two departments, they have not, on balance, offered the Social Science or Humanities major an opportunity to do upperclass work in the area of his choice in the foreign language of his choice. And by "in a foreign language" we mean that the course readings and discussion would both be in the language of the student's interest.

Our purpose is to present just such opportunities to students from the widest possible variety of disciplines. We want to accomplish this in part by recombining what we already have, in part by commissioning new courses and programs, and in considerable part by making our community aware of what can be done if Middlebury winter, Middlebury summer and Middlebury overseas work together in a mutually supportive way. And while we recognize that Middlebury has special institutional advantages when it comes to designing such a program, we nevertheless feel that regional cooperation among colleges and universities would make our proposal generally applicable.

The proposal for Anthropology-Spanish is typical of the whole set of extended majors. Like the others, it proceeds from the assumption that an extended major is just that: a more rigorous rather than a less rigorous undertaking. Consequently, the normal departmental requirements form the base of the major. The special requirements of the Anthropology-Spanish major extend it and focus it.

As you can see from the attached outline, the emphasis is on Latin America. Requirements include not only Anthropology courses that deal with Latin American themes, but Spanish and Geography courses as well. Linguistic competence -- and by this we understand the ability to participate actively in upperclass courses held in a foreign language -- is assumed for all extended majors. And like the other extended majors we have designed, the Anthropology-Spanish major requires the student to make use of all three parts of the college: summer, winter and overseas.

ANTHROPOLOGY-SPANISH

Normal departmental requirements for major in Anthropology:

1. SA 101 Introduction to Anthropology
   SA 102 Sociological Perspectives
   SA 301B The Research Process: Anthropology
   SA ____ An area course
2. Minimum of one, maximum of two winter courses
3. Minimum of five, maximum of nine additional courses from department
4. SA 700 (Two courses)

Special requirements for Anthropology-Spanish:

1. Language prerequisite: Spanish 201-202 or equivalent, to be completed by end of sophomore year.
2. SA ____ Indian Background of Latin America*
   SA 326 Latin American Culture and Society*
   SI 247 Aspects of Spanish American Culture**
   GG 312 Latin American Geography**
3. Summer of sophomore year: Spanish School
   SP ____ Latin American History
   SP ____ Anthropology*
   SP ____ Elective
4. Junior Semester in Bogotá
   One course in Anthropology*
   Two units of field work*
   One elective
5. SA 700 (Two thesis courses) on appropriate Latin American theme*

*Courses which count toward normal departmental requirements
**For cognate credit

GENTRAIN: AN INSTRUCTIONAL DELIVERY SYSTEM

Edie Karas, Bob Nelson

Community colleges across the nation are being deluged by students who are interested in their lessons being served in a more palatable and timely fashion. Television, for example, has paved the way in demonstrating how the imagination of many potential learners can be captured and, to a degree, has made many campus-based instructors acutely aware of the immense competition they face in motivating their students.

The purpose of the "Gentrain" instructional arrangement, developed by Monterey Peninsula College, California, is to serve community college students by providing a time-modulated, highly mediated, and interesting format for their general education requirement. Gentrain is an acronym which means a General Education Train of courses. In the final form, Gentrain satisfies all general education requirements except an English composition and science course. The modulated program is systematically arranged into sixteen independent segments, each covering a specific period of time. One semester unit of credit is awarded for successful completion of each sixteen-class hour, two-week segment. The course segments are spread across the fall and the spring semesters, an arrangement which enables the student to easily complete his lower division general education in a year. The student's prerogative is to choose the course segment that interests him. The two-days-a-week arrangement was deemed desirable for the many part-time students attending the college.

fuel for the gentrain

The faculty and staff of Monterey Peninsula College have long been interested in serving their students in any way that would improve learning efficiency. After much local discussion and idea generation, a paper describing the model was sent to the National Endowment for the Humanities in 1972. The Endowment responded with a substantial offer to Gentrain program planning. Funds were to be used primarily for developing the instruction segments.

Team members were recruited from art history, drama, history, language, literature, and philosophy/religion. Once the group was brought together, they spent considerable time deciding how much history would be treated by the whole course and by each segment. After this issue was resolved, each member was given the responsibility for developing the materials related to his disciplinary specialty and for writing a narrative that could be used in preparing each syllabus. All the planning and implementation of Gentrain proceeded from writing these sixteen syllabi. For each unit, the team member was to provide learning objectives, large group learning strategies, small group learning stretegies, evaluation techniques, and a bibliography.

To facilitate the preparation of the sixteen syllabus, certain faculty members were released from their regular teaching assignments, and professors emeriti and other curriculum specialists were employed. Additional resources

were expended in having the Gentrain team visit other institutions where interdisciplinary efforts were being made.

When it became apparent that the syllabi had reached an appropriate level for instructional use, the Gentrain courses were evaluated by the college's curriculum advisory committee, given course numbers, and included in the college catalog and class schedule. At the same time, the process of articulation with other colleges was being carried out to assure acceptance of the courses for transfer credit. When all this was achieved, the syllabi were printed in sufficient numbers to offer the modules to students throughout an experimental year, and the project was ready to go.

implementation

Publicity.

Considerable effort was expended in publicizing this new approach to satisfying general education requirements. Advertisements were run in the local newspaper, faculty members appeared on local TV shows, posters were liberally printed and posted around the campus, and high school counselors as well as campus counselors were thoroughly briefed on all aspects of the project. The first poster used, shown in Figure 2, created a good deal of interest and led to numerous student inquiries.

Staffing

One faculty member was released from his usual teaching service to the Gentrain project, where his time was divided between coordination and teaching. Two other regular teachers carried a partial load in Gentrain, and one part-time instructor was hired to fill out the teaching staff. For any given unit or module the team was allowed to bring in well-known experts on a specific topic. High-quality multimedia materials were sought throughout the school year.

Classroom Procedures

In planning and developing the course modules, the team agreed that the material could not practically be presented in a strict historical context but that a thematic treatment could work well. During the planning for each unit, a theme, or common thread, was interwoven throughout the historical period and the interdisciplinary (rather than multidisciplinary) aspects of the material emerged.

Each of the four instructors was assigned about three hours of instruction although sometimes it became apparent in planning that one or two needed more than three hours. Actual class hours were then scheduled so that one presentation effectively led into the next. During the first hour of class, the general theme was introduced by the coordinator; then each instructor took ten minutes to explain how the material he would present in the segment related to the theme. Near the close of the first hour, an informal interplay between instructors and among instructors and students summarized the introduction. Beginning with the second hour, the teachers began the prepared presentations listed on the schedule which had been handed out.

The team found that careful planning for each of the fifteen instruction hours (the sixteenth was reserved for evaluation and testing) was essential to avoid an enormous waste of time. Careful preparation should not be misconstrued as rigidity. The team encouraged active class participation and an informal atmosphere. By agreement, interruptions by

either students or the other instructors were encouraged. Although the team was concerned about these at first, they found that seemingly irrelevant questions and comments often sparked productive discussions within the thematic context. This procedure helped a great deal to break down the barriers of formality common to classes of 85 to 100 students.

project evaluation

Assessment of the project has been continuous -- student surveys were administered during the seventh and fifteenth units of the program, and the results gave a clear design for future program changes. The responses of students were fundamental to improving both the selection and presentation of information. The Gentrain faculty members also evaluated each module as it went along and made changes when necessary. These assessments were most helpful for second-year planning.

College administrators and community members, too, have been part of the continuing appraisal. A special administrative evaluation, made early in the project's development, helped to see it through the experimental year. Unsolicited letters have been received by the college from community dignitaries who have been among Gentrain's students. They all complimented the project and clearly stated that this means of interdisciplinary study has great meaning and value to the students.

Written reports have been rendered by peer faculty on the campus and by the guest speakers for the course. A recent conference held on the campus brought more than one hundred instructors here to learn about innovative interdisciplinary programs, and Gentrain has elicited numerous requests for more information from instructional personnel across the nation -- in person, by telephone, and by written inquiry.

Still another source of evaluation has been the consultants, who have greatly assisted our progress from idea to implementation. The outside point of view certainly helped us maintain objectivity in the development stages.

Finally, we have asked an official from the National Endowment for the Humanities to visit the campus when Gentrain is being offered because we feel his views would provide an optimum evaluation of the project.

accomplishments

In approximately one year the Gentrain staff was able to plan and articulate a general education course of study consisting of sixteen separate segments. A comprehensive syllabus for each of the units was written, printed, and distributed to the students during the implementation phase, although this accelerated pace sometimes aroused some anxiety in the staff.

Permitting flexible options for students turned out very well, because Gentrain precluded the need to take specific whole semester courses to satisfy general education requirements and fused the disciplines effectively. Students were also allowed to choose how they would be evaluated and graded. The alternatives were: (1) a university transfer-level letter grade; (2) a credit/no credit arrangement whereby the achievement of credit can be transferred to many other colleges and universities; or (3) individual enrichment for neither credit nor grade.

By using a short-cut registration procedure, adults from the community who were exclusively interested in Gentrain could avoid the usually time-consuming process of regular registration. Great appreciation was expressed by the students for this courtesy.

The two-week modules of the Gentrain project appear to be just the right length. Most students surveyed indicated that the time frame was good and that the information in each module stood on its own. This matter had been a real concern to the curriculum designers, since students could come and go as they pleased, depending on their interest in a given segment, and thus no individual segment prerequisites could be adopted.

Offering sixteen modules each school year proved to be inequitable to both faculty and students. Because the last segment coincided with the final exam period for the entire college, many regular students were unable to sign up for the final Gentrain offering. This schedule also put pressure on the instructors, who were teaching in Gentrain and examining students enrolled in other traditional courses at the same time. The staff solved this problem the following year by truncating the last unit.

The student surveys proved to be valuable in determining whether the student target population was being reached. The data collected strongly suggests that a high degree of success has been achieved. Gentrain students included: veterans, women in the reentry programs, retired adults, young "regular" students taking other traditional courses, and handicapped students of all ages. Interestingly enough, the drop-in/drop-out aspect of the program seems to be working too. Some students have taken all modules, some have taken only one or two, and a few have enrolled in one segment, dropped out, and returned later on down the line.

future directions

The project has been in a steady state of improvement. All of the syllabi were rewritten, since certain sections proved to be very weak when the textual material was given to the students to study; better handouts, including time-lines for each module, were prepared to assist students in dealing with the very tight time-limits of each unit; multimedia materials have been collected, stored and made ready for easy access, and better evaluation tools are being created for the assessment of students' progress. The present direction of the project includes developing Gentrain into a national general education course via television, and plans are already underway to make the first series of films. Distribution of materials to other institutions implementing the Gentrain model is an on-going activity.

ARCHAEOLOGY AS AN AVOCATION: A CERTIFICATE PROGRAM

Mary Brackett, Olivia Vlahos

Because our college curriculum includes an independent studies option, I was able some years ago to offer my anthropology students the opportunity to excavate for credit a local pre-Columbian site then being explored by a young graduate student.

The original group expanded into an archaeology club and, when news of its activities appeared in the local press, many community members asked to join. Most were of middle age or retired and had no other affiliation with the college. Soon they began to request a wider range of formal training than the club format could provide.

It was in response to their wishes -- and with the encouragement of our administration -- that we devised a program, sought advice of a consultant, Dr. Michael Coe of Yale University, and applied to the Endowment for support. Our project was built around three goals: to offer effective training; to help alert the general public to local archaeological resources; to rescue and preserve local pre-history, now rapidly being bulldozed out of existence.

With Dr. Mary Brackett, Academic Dean, the financial structure and requirements were hammered out. She agreed to act as general supervisor and also as our intermediary in dealings with state educational institutions and with local communities. As we encountered many unanticipated problems in these areas, the trouble-shooting function has been of major importance.

We planned for a program staff of three. I was to direct and teach, the club president would serve as administrative assistant, our graduate student would serve as Digmaster and teach. One of the program courses, Indians of the Americas, was already part of the college curriculum. We created three additional courses: Elementary Dig Techniques, Advanced Techniques, Seminar in World Prehistory. We constructed campus site simulations both outdoors and in. These last are three-foot-square box sites meant to be excavated with dessert spoons and tea strainers. We also produced a series of five slide-sound sets designed primarily for students in the Elementary Dig course. These were, however, written in such a way as to make them acceptable at various scholastic levels. Several of our thirty-six "graduates" plan to take this mini-course to the local schools.

Most of our certificate holders continue to work with the NCC Archaeology Club and with other organizations in the excavation and description of local sites. Some are busy cataloguing collections of prehistoric materials for local museums.

Thanks to Endowment support, we have become established in our area. Next year, when we shall be on our own, we plan not only to continue, but to expand. With the encouragement of the Norwalk Historical Commission, we shall add to the program a new course in local Historical Archaeology and to the staff a member of the NCC History faculty.

A PROGRAM TO STRENGTHEN THE HUMANITIES AT GUSTAVUS ADOLPHUS COLLEGE

William Freiert, Robert Karstens

Gustavus Adolphus College is a private, church-related four-year Liberal Arts College of approximately 2,100 students, located in St. Peter, Minnesota and founded in 1862 by Swedish Lutheran immigrants. It offers traditional programs in liberal arts and sciences plus majors in business and nursing. It has special programs in International Education, Peace Education and Cooperative Education. The humanities faculty of Gustavus Adolphus College number 55, including two political scientists, who by training and interest may be classed as humanists, and counting as three full-time equivalents, six persons who share three joint contracts. Of these 55 faculty members, thirty-three hold doctorates.

The proposal for "A Program to Strengthen the Humanities at Gustavus Adolphus College" originated with a committee of faculty designated by each of the humanities departments in cooperation with representatives of physical and social science departments and of the student body. The administration of the College provided assistance through the office of Dean Robert E. Karsten, through the advice of President Edward A. Lindell and through the assistance of the grant coordinator and the office of Development. The proposal responds to a widely-shared belief among humanities faculty at the College that humanities offerings have not been emphasized in recent years. The College at present has been assigned an N.E.H. consultant, Dr. Frithjof Bergmann of the University of Michigan. The proposal was developed by the faculty-administration-student drafting committee during the autumn of 1975, submitted in January of 1976 and revised after consultation with an N.E.H. site visitation team in March of 1976.

"A Program to Strengthen the Humanities at Gustavus Adolphus College" will directly affect the present curriculum three ways. First, approximately forty-two courses in humanities will be clustered in groups of two, three or four courses around a particular theme or intellectual issue, geographical location, or historical period. This coordination will necessitate rescheduling of many courses now traditionally taught at particular hours, and some new courses will no doubt be introduced; however, we expect to rely primarily on modifying courses already in the curriculum. Second, we will attempt to improve student writing by modifying two courses now in the curriculum (English III: Reading and Writing, and English 112: Creating Writing) and by introducing new courses or programs to deal with students who have, on the one hand, basic writing problems, including difficulties in basic grammar and usage as well as a variety of motivational problems, and who have, on the other hand, an interest in scholarly and critical writing. This part of the project will be supported by the addition of two staff members in the English department and an attempt to involve faculty members from other departments in the writing program, particularly that phase of it directed at students with an interest in scholarly and critical writing in the humanities. Third, the present curriculum will be supplemented by a humanities seminar offered each semester. Students will be encouraged, under the guidance of a variety of instructors, to develop courses of independent study which incorporate the humanities seminar as part of their basic structure.

Generally, the project is aimed at strengthening a humanities program long comparatively neglected in the assignment of institutional priorities and not favored by the support of outside agencies. To do this we will attempt to deal with four particular problems. First, a comparative lack of identity and emphasis on the humanities. High School curricula tend systematically to de-emphasize the humanistic disciplines, and as a result many students matriculating at Gustavus Adolphus College have no clear idea of what the humanities are, or what studies are included in the humanities. A comparative lack of institutional emphasis upon and support for the humanities program perpetuates their perception that the humanities are neither distinct nor important. The second problem is a lack of integration and concentration in the humanities program. The present graduation requirement of five courses from the humanities division, including one from religion and no more than two from any department, is best characterized as suffering from a "cafeteria syndrome": students begin at one end of the line and pick and choose a meal of academic courses. They take surveys of this, and introductions to that. They may take combinations of courses that add up to a stated major, or, under the rules of the College, that are approved as a distributive major. But from beginning to end the curriculum itself offers no precondition which insures that the student will experience integrated or concentrated learning in the humanities. When this occurs, it occurs by chance and not by design. The third problem is that not only students but faculty also seem to lack a shared definition and common vision of the humanities. This problem is compounded by an absence at present of any on-going activities whereby a common vision might be achieved or a definition realized. Finally, the fourth problem is to find a way to improve a writing program that has been doing an adequate job with students' general writing problems and with students interested in a traditional way in creative writing, but which has not directly dealt with students with remedial problems or with students interested in critical and scholarly writing.

"A Program to Strengthen the Humanities at Gustavus Adolphus College" attempts to address these problems in a variety of ways. We will attempt to provide opportunities for concentrated and integrated study in the humanities by offering clusters of courses coordinated around common themes, historical periods, or geographical areas. The first such cluster, approved to begin in the spring of 1977 and entitled "Medieval Humanism and Its Continuing Influence," is composed of two pairs of English and history courses offered sequentially during the fall and spring semesters. We plan to develop approximately 14 such clusters during the five-year period of the project. To deal with the problems of identity and emphasis, we will send humanities faculty members into nearby high schools to act as consultants and resource persons or to provide in-service programs for the high school humanities faculties. We will also conduct a humanities seminar each semester, aimed primarily at the faculty, but inviting members of the community and students to consider significant issues in humanistic study. The first such seminar, to be offered in the spring of 1977, will address the question: "Is there a kind of knowledge available only through humanistic study?" The seminar will rely both upon visiting authorities and upon Gustavus faculty speakers. In addition about fifteen full-year or thirty half-year faculty development leaves will be made available over the five-year period of the project, and each summer a humanities institute of one week will be conducted to introduce non-humanities Gustavus faculty and humanities faculty from other colleges to the project. Finally, a committee will be designated to work out the details of a program to deal with the problems of student writing.

These efforts, supported in a more general way by sizeable library acquisitions and the addition of new staff positions in art history, Scandinavian history and (probably) classical philosophy, should make it possible to begin to offer a much more coherent and effective humanities program at Gustavus Adolphus College. Evaluation of the program will be provided by a principal internal evaluator who will work with the program committee. The evaluation scheme will use at least one standardized instrument such as the SET instrument from Washington, will collect anecdotal evidence from students and faculty, and will develop a testing instrument to measure the success of the curriculum development and communication phases of the program.

HUMANITIES PROGRAM AT V.P.I. & S.U.

Max Kele, Grant Voth

VPI & SU, the largest university in Virginia, has been transformed during the past decade from an agricultural and technological institute into one of the two "comprehensive" universities in the state system. But while all other areas of the university, including the other disciplines in the College of Arts and Sciences, have expanded rapidly into graduate programs and research centers, the humanities departments have lagged behind. In order to begin to place the humanities on an even footing with other divisions of Arts and Sciences, a team of faculty members and the heads of the six humanities departments, working with the newly-appointed Director of Humanities, in 1975 proposed a program (1) to establish humanities as an interdisciplinary major and (2) to devise new courses for undergraduates not in the humanities to be used as required and elective courses in their degree programs.

With the aid of an NEH Pilot Grant, the program was initiated last fall. Fifteen faculty members from all of the humanities departments and some science departments have offered two courses each quarter. Three of them are sequential at the freshman level, and by means of participation from faculty in all areas of the humanities, liberal use of media, and optimum mix of lecture and discussion (made possible by carefully controlling class size), underclassmen in this sequence are achieving a broad overview of Western civilization from Homer to Einstein. The other three courses are upper-division offerings. Two courses taught by humanists and scientists focus on specific problems in the interface of science and technology with the humanities, and the other, a special topics course, is entitled "Outsiders, Rebels, Scapegoats: Conformity vs. Individualism."

Student and faculty response to the new program has been enthusiastic: most of the courses have run at maximum enrollments all year, and over sixty faculty members are now working on plans for expanding current humanities offerings. While existing faculty will continue to staff the program, six new permanent positions with joint appointments in humanities and generic departments will have been created by the end of this year. The expansion of the humanities program has been accelerated by the decision to include the interdisciplinary courses in the humanities distribution requirement in the college core curriculum and to add special sections of the courses to the university honors program. Plans are also underway to encourage the adoption of the interdisciplinary courses as part of the humanities requirement for all colleges within the university. A center for the humanities, which will sponsor such programs as Appalachian culture and studies in science/technology and humanities, is also being developed. Despite the increased emphasis on interdisciplinary studies, every effort is being made to preserve and to enrich the existing humanities departments, and spin-offs such as an improved freshman English program, strengthened foreign language requirements, and increased support for research are products of our efforts to improve the humanities at VPI & SU.

PRESENTATION AT THE ASILOMAR CONFERENCE: The presentation will emphasize the following points: how to develop the humanities in a land-grant university known for science and technology; the development of interdisciplinary

majors; cooperation of science/engineering faculty with humanities professors in teaching and curriculum design; the role of a center as an alternative to developing expensive and redundant graduate programs in the humanities; the effect on faculty members (joint appointments, tenure decisions, research opportunities); curriculum planning; strategies for interdisciplinary or multidisciplinary teaching; multi-media presentations; evaluation procedures; extension (off-campus) projects; work with the NEH state-based program; administrative problems relating to interdisciplinary programs; the relationship of fine and performing arts with humanities programs.

THROUGH A GLASS, DARKLY

Francis L. Broderick

Look at it this way. The first charge on our time during these three or four days was team meetings with and without consultants. In addition, there were nine separate formal presentations, and we engaged in informal professional chatter constantly. In undertaking a summary of all that, we -- you and I -- may emerge with a vision of a conference that you will be surprised to hear that you attended. So you have to realize that what I say must have happened at a session that you missed. As a Republican friend of mine said during the first Kennedy-Nixon debate, "Don't think. Believe."

You notice that I am speaking softly -- in deference to your needs after last evening. If during the next ten minutes, you stretch full length with your feet crossed and your arms across your chest (or wrapped around your head) and if your eyes narrow to slits (indistinguishable at this distance), no one will take it amiss. You become Yahoos only when fertilizer caps come down over your nose.

At the beginning of our conference, I urged you not to bog down in a definition of the humanities because we had more important things to do. This morning we do not have more important things to do. Therefore, I grasp the chance to supply one myself -- which is what I intended all along. Here is an interesting fact: I shall not pretend that I had not thought about this definition before the workshop began; but every element of it occurred in the course of our discussions during these four days. Those of you who tuned in on Dominican College will certainly suspect that I am plagiarizing. So, listen, and see if you do not recognize things that you have heard and things that you have said here.

It seems to me that an adequate definition of the humanities should include at least these six elements:

1. Centrality of concern on human beings rather than on structures of society or on processes of nature.
2. Attention to, probably focus on, the individual rather than the group.
3. Awareness of the ways in which we know what we know, ever mindful of Whitehead's reminder that we think clearly in proportion to our perceptions of how we reach our conclusions.
4. Concern for moral values, whether drawn from God, from man, or from nature.
5. Insistence on the obligation to carry knowledge beyond description so that forthright judgments on morality find themselves comfortably enveloped within the process of intellectual growth.
6. Capacity to communicate with precision and with grace.

Assume this definition for a moment. It reflects a state of mind, an approach to truth, a manner of commitment much more than an academic discipline. It does not exclude people in areas called, for academic administrative purposes, "social science" and "natural science" any more than it includes all

persons resident in the area of "humanities." It is perhaps easier to reach through philosophy and literature than through physics and mathematics. But it is guaranteed in none and excluded from none. Indeed, simply by allowing for focus on society and on nature in the first item and by tolerating attention to the group as well as to the individual in the natural and social sciences, we reach a workable definition of general education. And at that point we have come remarkably close to meeting the requirements for a liberal education.

Certain consequences follow from this definition. First, the definition stands neutral on the whole issue of disciplinary, interdisciplinary, or nondisciplinary. Those of you that heard the report from Gustavus Adolphus recall how stubbornly, how inexorably, the people there have clung fast to the disciplinary tradition, regarding it as a premise of their proposal that they would not interfere with the integrity of their departments. But, on the other hand, think what Gentrain is doing at Monterey Peninsula College: moving almost in the opposite direction. And yet both clearly, very clearly, are comfortably within the humanities tradition. So, first, I argue that the definition of the humanities does not dictate a single position on the role of the disciplines.

Second, the definition insists that we, as humanists, do not enjoy a monopoly on humanist values. Consistently with our premises, we are not legitimately in a position to denigrate other areas, to be snide (except as an occasional witticism) about the natural scientists or the social scientists. Indeed, it is incumbent on us, if we are to move the humanities, to find our allies there, knowing that if they are not always there we can help to create them, but being relatively sure, because of a certain humility that should be endemic among humanists, that we shall find elements of the humanities among both the natural and the social sciences. The other side of this proposition is that we are not entitled to regard every course that carries the label of the humanities as a humanities course. I noticed, for example, that at the University of Oregon, with whose representatives I have had some very close sessions, the college is quite willing to distinguish even among philosophy courses, allowing some to carry credit toward the humanities requirement and excluding others. At Virginia Polytechnic Institute and State University, you recall, neither freshman English nor the first year of a language can count as part of the humanities requirement. So we must be open and fair: accepting the claims of others and keeping our own claims under surveillance.

And third, the definition very clearly makes demands on teachers that we cannot ignore. Think back to the presentation of Norwalk Community College, just to take one example among many from our four days, and recall the demands made there on the teachers. In this context it is fun to paraphrase Nietzsche's remark about Christians: Don't talk to me about the humanities; show me some humanists. That demand falls upon us as teachers, or upon administrators who wish they were teachers. Last year at the comparable humanities conference, one of the participants defined this obligation very well: He said that the humanities called for just the right person, never too comfortable, almost always gripped by a sense of desperation, by a feeling of constantly staring into an abyss.

So now we have the right sense of what the humanities are, and the right person teaching our students. The next question that arises is: How do we go about it?

No word recurred more often in our conversations than the word "disciplines," and no greater diversity occurred than our differing views about the role of the disciplines. On the one hand, we have to respect the disciplines because they have so much power. They have the power in the departments. They like the power of the departments. And they do not show frequent signs of being ready to yield up departmental power. Furthermore, they have the advantage of long historical stability going back over many generations. Originally, disciplines defined themselves in an era when college was for the rich and the few, when people attended college on their way to business or to professional careers that did not call for specific training in the undergraduate years. Confident of a captive audience, the disciplines developed to suit themselves, sometimes heeding a professional call, sometimes a personal whim. (Remember Henry Adams' mischievous recollections of his years at Harvard College.) The humanities followed the typical route, perhaps even the archetypical route, even though they felt an increasing challenge from the natural and then the social sciences. Nevertheless, in the course of marching to their own drummer, they did develop important intellectual standards by which they judged themselves, and those standards have a continuing vitality independent of fashions, of momentary swings in popularity. A nationwide network of professionals in each of the disciplines monitors quality in an uneven, sometimes unimaginative, but still quite demanding way that gives substance to their intellectual claims and justification for their insistent strength.

On the other hand, the disciplines do show a certain rigidity. Having developed without outside interference in response to internal professional needs, stability may easily slip into rigidity, especially in an era of massive higher education when students' interests move in a somewhat different direction. For people in the disciplines, disciplines are a way of life; for students that they serve, disciplines are somebody else's way of life. The disciplines are not responding to what our students are asking for or, indeed, to what would probably serve our students best.

Move on to the next step: interdisciplinary, or crossdisciplinary, or multidisciplinary. There are strengths here, important strengths. We have moved beyond the tight disciplinary restrictions. We have said that there is more than a single route to truth even on a topic thought to be the exclusive possession of a single discipline. We have created a situation of occasional conflict between two or more authority figures who may in the presence of the students start disagreeing with each other, revealing that truth is not something that may be issued from a presiding professor, announcing that two intellectuals equally well trained may disagree profoundly and that the useful answer is not to be found in what either of them says but in what the student draws from both. A great strength: viewing anew a body of material that previously would have been confined within a single discipline.

But here too, there are weaknesses. On more than one occasion during our conference we heard echoes of the fear that interdisciplinary work may merely double or multiply the concerns of individual disciplines. Instead of being a genuine merger of two intellectuals making a presentation, it may simply be a Dagwood sandwich where you get history this week and philosophy next week. Someone here called this process a "seriatim course." In such a course, only the student's own resources make one discipline complement the other; he might as well have taken two disciplinary courses. Some of the same difficulties inhere in the expression "team-taught." A course may indeed be a bright new experience for both student and teacher, but it may also be the occasion for viewing professors alternately without either of them moving from his own

turf. Students profit only if they are able to do what their professors cannot do, that is, merge two strands of training into a single focussed experience.

These two expressions, interdisciplinary and team-taught, are fashionable buzz words. Much good has been done in their names. But they may well fall short of meeting the essential problem.

So, partly drawing from what went on in the conference, but cheating just a little bit, let me offer a new rubric, or at least a new name for an old rubric: nondisciplinary. I offer this notion for special treatment because at least three, and maybe four, of the formal presentations indicate that this process is already well underway; think back to the presentation from Colorado College, for example. So let me talk about the idea a little bit.

Start from the crossdisciplinary, interdisciplinary model. Students are not necessarily excited by the disciplinary concerns of one professor; they may similarly resist becoming ecstatic over the disciplinary concerns of two, though professors may mistake their own excitement over being momentarily jostled out of their customary routines for a situation intellectually exciting for their students. Try a further step: Let each of two people (or more, of course) from different disciplines penetrate each other's field sufficiently that each feels free to lecture -- even to lecture -- in the field not his own. Even here, the excitement of the two professors may flourish independently from the interests of their students; but at least each, by stripping himself of the protective authority of his discipline, has put himself a little closer to the students' condition. His perception of his situation may lead him closer to an understanding of theirs.

Once faculty members can think about penetrating each other's discipline, they have already hurdled the barrier that would make them reluctant to offer nondisciplinary courses, especially for lower-division students. A nondisciplinary course addresses topics, not disciplines: nature of justice, man and his locus in nature, man's view of self, the one and the many. Not just by coincidence, this list of topics overlaps with what is offered at Dominican College. It may be taught by any educated and trained person, for it does not depend on personal skill in a discipline; it draws on the capacity of instructors as educated people to lead students into topics that concern and interest them without imposing on them the constraints of a discipline, either as a source of authority or as a training to be transmitted. Nondisciplinary courses ignore, even flout, disciplines. Just as war is too important to be left to the generals and education too important to be left to the educators, so justice, or the nature of man, must be left to the generalist.

Nondisciplinary courses have four advantages: 1) they may be taught by any educated person prepared to take on material beyond the security of his discipline and to lead students through a shared intellectual experience; 2) they may exploit their attractiveness to students because of the immediacy of the topic without throwing students off because of disciplinary prerequisites; 3) they may lend themselves especially to topics in the humanities; 4) they provide a valuable educative experience, for they directly parallel the experience of students in later life when they will have to make moral judgments on human situations that go beyond, and must be solved without, the reassuring support of disciplinary techniques that order topics in their own image. As a lower-division device to entice students to study substantive humanist questions under the guidance of a humanist with credentials, nondisciplinary courses have excitement and promise both for students and for the faculty with the self-confidence to undertake them.

Interestingly enough, four times during the conference I heard this quality of courage stressed as the prerequisite for new leaps forward in the humanities.

Nondisciplinary courses carry disadvantages too -- of course. The one that worries me most is the potential for superficiality: people may think that they can teach them off the top of their heads because the courses do not call for the stern discipline of the disciplines. To guard against this danger, we can always hang on to the rule from Karston's sermon at Gustavus Adolphus: the test of the course must always be its authenticity and not its relevance. (On the other hand, Karston is not always a reliable guide: it was he who spoke of four years of Latin as a requirement for admission.) A second disadvantage is that nondisciplinary courses may be restricted to lower-division courses, though one of my colleagues from California State College at Northridge is considerably more daring: he is ready to think about nondisciplinary courses as the formula for the total college experience. The third disadvantage is the obvious one (which I know from experience): nondisciplinary courses are very hard to sell to disciplinary-trained colleagues.

Thinking about the difficulty of moving discipline-trained colleagues leads me to the first of three other matters that have recurred during the conference:

1. Retooling -- faculty development. We resist this procedure. We have been at the business of tooling up for too long, for years (for some, more years than for others, but for all, many years) to be readily willing to retool. And yet, as humanists at a time when the humanities are not instantly flourishing, we have to be prepared to meet the current market, by which I do not necessarily mean something pejorative. We do not have to meet every student's desires for this year -- I am not arguing for relevance. I am arguing that there is considerable evidence that there is a long-term problem, say over the next ten years, a long-term diversion of students away from the humanities and the traditional disciplines and from the liberal arts in general, toward career education. We are deceiving ourselves if we do not retool ourselves to make our talents available for inducing some humanism in people who are undergoing career training -- exactly the problem that Abraham Baldwin Agricultural College faced and dealt with. If that condition calls for fresh approaches, we are right in calling for appropriate retooling. In the face of the decline in student demand, we can react in three ways as humanists. The first is: lamentation. At this we are very good. We have the vocabulary. We have the Weltschmerz. And we have the mutual support of our colleagues. A second way is to improve the existing courses within our departments. Not a bad idea in its own right. We heard repeated evidence here of its being done: the move to "clusters," which came close to becoming the idiosyncratic buzz word of this conference, embraces the notions of doing better with and doing better what we are already doing. But if that is not enough, then we must prepare ourselves to meet the market as it exists and as it will exist ten years from now, at which time most of us will still be trying to ply our trade. If we believe in liberal education, and we do, then retooling may well be the essential formula for survival.

My thinking on this topic is guided by The Use of Lateral Thinking by Edward De Bono. De Bono argues that when a problem resists solution by current methods, intensification of those same methods may merely increase frustration without yielding solutions. Therefore, he says, try lateral thinking, a fresh approach that bypasses existing difficulties and reaches a solution not identical to the goal sought, but also closely enough allied to the original pur-

pose to yield satisfactory results. At Middlebury College, for example, Peel and Sparks told us how they dealt with the decline in language studies: not by lamentation, not by redoubling efforts in a direction already shown to be unproductive, but by a new approach of an "extended major" that may even deliberately discourage their students from taking a traditional language major. Their end is the stimulation of language study. Their means are devices that serve that end. They show no concern that their way is not the way we have always done things in the humanities. Their approach would make De Bono cluck with satisfaction.

2. Reemphasis on foreign languages. Only a handful of the institutions here at the workshop have retained an undergraduate requirement in the language itself (as distinguished from a requirement in literature in translation). The presentation by our colleagues from Middlebury College has brought this lapse to the center of our attention, and the opening remarks by Abe Ascher indicated that deep concern is shared at NEH.

3. The need for ever-renewed attention to the quality of writing. This idea ran as a leitmotif through all our sessions. If a single lesson emerged from the Bay Area Writing Project, it is the importance of the multiplier effect in training people who can train other people. In the writing of our students (and in our own writing too -- but that is a separate problem), we are dealing with a pervasive malaise of enormous complexity. Unless we can achieve some technique that will have a multiplier effect, we shall not do more than begin to deal with the problem. Writing is a basic key to all development in the humanities. It is, therefore, the business of everyone, not just of the English teachers. We cannot just turn our backs and hope the problem will go away. As the saying went in the late 1960's, if we are not part of the solution, we are part of the problem.

Finally, you would not want me to conclude a summary of our time together without an appropriate word about Phil Nash and his staff at Monterey Peninsula College and Tim Gunn and his colleagues at NEH. The three participants who just spoke said the essentials: the conference was conceived with understanding and imagination and was staged with thoughtfulness and grace. We thank all of our hosts.

Just as Tim Gunn has a favorite concluding story about St. Francis, I like to finish up with a recollection of Pascal and his famous wager. Pascal, you recall, weighed the odds in affirming the existence of God. If I assume there is no God and in fact there is no God, he said, I gain nothing. If I assume that there is no God and in fact there is, I am in the soup for all eternity. If I assume that there is a God and in fact there is not, I lose nothing, for I shall have lived a virtuous life. And if I assume that there is a God and in fact there is, I am golden for all eternity. So Pascal affirmed the existence of God.

So we too. We must assume that the humanities have a great future. If we are wrong, we have lost nothing, for our lives will be full of what we like most to do. And if we are right, we shall have helped to create that future.

The humanities are worth that easy gamble.

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The Conference was evaluated by Carvell Education Management Planning of Los Altos, California. Following are summary comments from their Final Report, August, 1977, and the summary of responses to Carvell's questionnaire.

EVALUATION

The success of the overall conference organization and format was reflected in the responses of those who submitted a written evaluation form. Nearly 95 percent felt the organization was very satisfactory or satisfactory. None said it was poor.

Conference Facilities and Services. The NEH conference was an unequivocal success for those who attended and participated in the proceedings. With the exception of a few persons who would liked to have had better sleeping accommodations, the conference facilities, food, services, and locational ammenities were very satisfactory.

Project Presentations. The presentations were thoughtfully prepared and were well attended throughout the conference. An informal headcount during the final set of presentations revealed that nearly 90 percent of the conference participants were in attendance. The schedule permitted the participants to observe at least five presentations and this was done by the majority of participants. Responses indicated most participants had sufficient time to see the presentations they wished to see; but about one of five would liked to have seen more presentations.

Consultant Assistance. One of the unique aspects of the conference was the assignment of consultants for each of the institutions represented. Over 80 percent of the team members who returned the evaluation form indicated they spent over three hours conferring with their consultant. Nine of ten team members found consultant assistance a valuable aspect of the conference in that it enabled the team to focus on its humanities problem, better define it, and give a direction for action in remediating it. The practical value of consultant assistance was reflected in the fact that eight of ten members reported that a written preliminary plan had been entirely or partially prepared by the end of the conference.

SUMMARY

As part of the general assessment of the workshop, participants were requested to respond to the following questions:

Indicate your major professional assignment.

56% Instruction 37% Administration 7% Other

Indicate your institution.

39% Community College 61% College/University ____Other

1. Were the housing arrangements adequate and appropriate for the purposes of the conference?

53%Very satisfactory 31% Satisfactory 11% Fair 5% Poor -- No opinion

2. Were meeting facilities adequate and appropriate for purposes of the conference?

65% Very satisfactory 32% Satisfactory 1% Fair -- Poor 1% No opinion

3. Were the planned leisure time activities appropriate?

43% Very satisfactory 39% Satisfactory 11% Fair 3% Poor 5% No opinion

4. Was the overall length of the conference appropriate? 91%Yes 9% No

5. How many of the nine project presentations did you attend? Mode, mean, & median =

6. Did you have sufficient time to see all the project presentations that you desired to see?

76% Yes 19% No 4% Uncertain 1% No response

7. During the conference how much time did your team spend with the consultant?

-- less than 1 hour 17% 1 to 3 hours 81% more than 3 hours 1% No response

8. Was the consultant assistance a valuable aspect of the conference in helping you address the pre-defined humanities problems at your institution?

88% Yes 1% No 8% Uncertain 3% No response

9. As a result of this conference did your participant team develop a written preliminary plan to address the humanities problem or concern that was identified by your institution?

40% Yes 17% No 1% Uncertain 39% Partially 3% No response

10. Was the overall organization of the conference appropriate for the purpose of introducing you to the humanities programs that have been supported by NEH?

71% Very satisfactory 23%Satisfactory 4% Fair -- Poor 3% No opinion or no response

11. After your experience at the conference, do you believe that it was a professionally worthwhile experience?

95% Yes 3% No 1% Uncertain 1% No response

12. Would you attend a similar conference again?

92% Yes 3% No 5% No Opinion or no response

13. In your opinion, is this type of conference an effective way to disseminate information to educators about unique or model humanities programs sponsored by NEH?

95% Yes 1% No 3% Uncertain 1% No response

14. Make any additional comments not covered by the previous questions that you believe would improve the nature of similar conferences in the future.